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ABSTRACT

A summer conference sponsored by the New Mexico States Small Schools Project was held in Santa Fe in August of 1967. Several speakers described language-learning projects for bilingual children emphasizing use of the Miami Linguistic Readers in New Mexico schools. Mr. Rowan Stutz discussed work-orientation information presented to students in small schools under the Career Selection Education Program. Dr. Madeline Hunter spoke on innovations in education with particular reference to nongrading, team teaching, individualized instruction, and programmed learning. Additional presentations dealt with programmed instruction and flexible scheduling. Dialogue on educational innovations concluded the conference. Panel discussions were held in conjunction with the presentations on bilingual programs and career selection. (JH)

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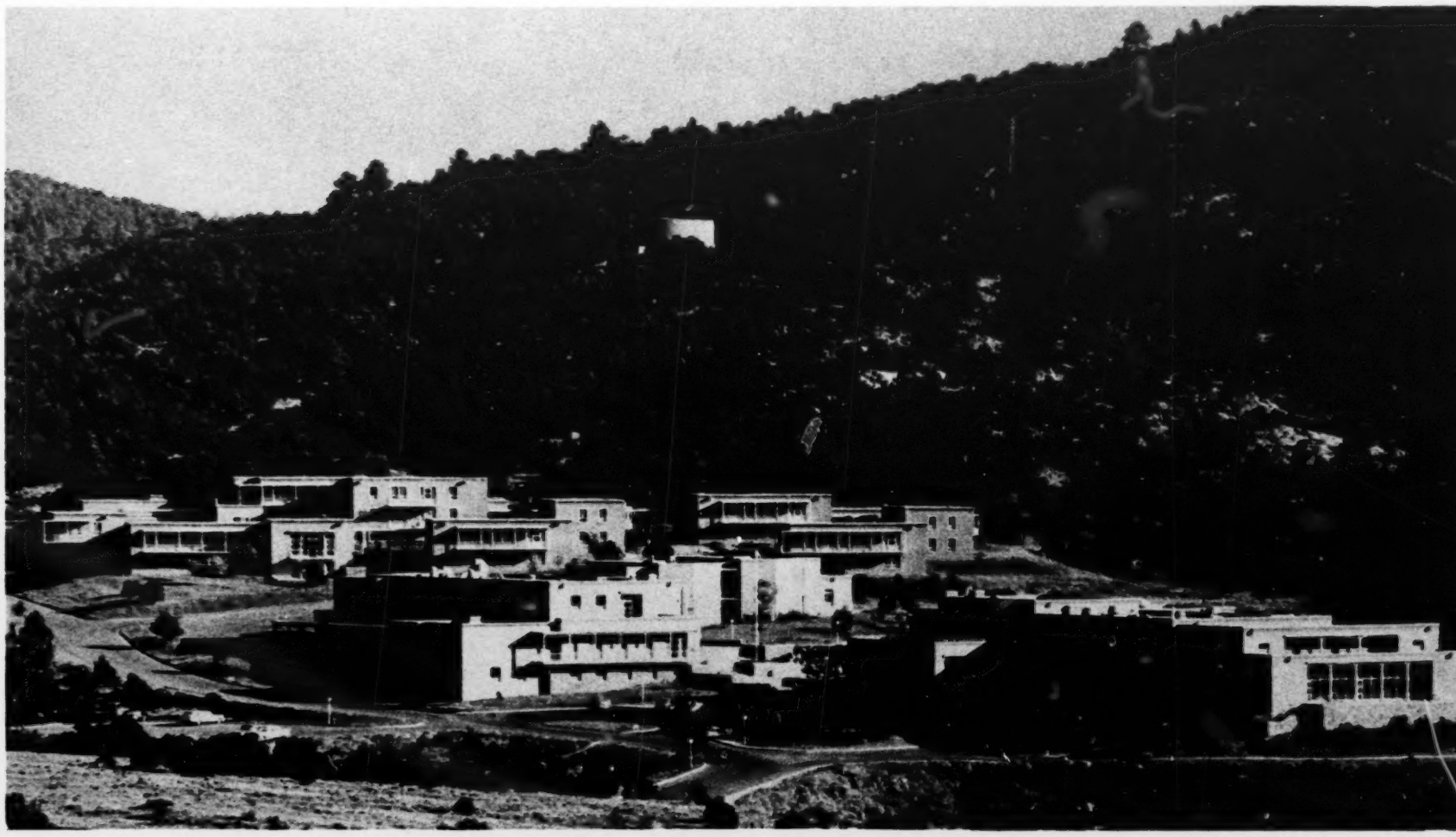
WESTERN STATES SMALL SCHOOLS PROJECT
FOR NEW MEXICO



St. John's College
The Site of the Summer Conference

A REPORT OF THE 1967 SUMMER CONFERENCE

August 16, 17, 18, 1967
St. John's College

Prepared by:
Mrs. Ruth C. Roberts
Conference Recorder

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Project for New Mexico

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TABLE OF CONTENTS

Page

PREFACE i

EDITORIAL ii

HENRY'S DAY 2

CAREER SELECTION EDUCATION PROGRAM IN THE FIVE WESTERN STATES SMALL SCHOOLS PROJECT

Rowan C. Stutz 10

TEAM TRAVEL

Lydia Ordonez
Frank Trujillo 13

INNOVATIONS IN EDUCATION

Dr. Madeline Hunter 15

PROGRAMMED INSTRUCTION

Dr. David Wigglesworth 19

SMALL SCHOOLS CAN BE GOOD SCHOOLS

Dr. Don DeLay 20

DIALOGUE ON INNOVATIONS

Dr. Madeline Hunter
Dr. Don DeLay 23

BIOGRAPHY OF CONSULTANTS 25

PREFACE

My, we were privileged to have our Western States Small Schools Project Summer Conference on the beautiful St. John's College campus! The cordial, cooperative staff there made our busy days very pleasant. We owe a big "thank you" to each and every one who helped us. Many persons should receive credit for the success of our summer conference.

Our friend, Henry Pascual, was always on hand to encourage me with plans and to assist in finding key people to help. Henry is indeed a very important person in our Western States Small Schools Project. Thank you, Henry!

Mrs. Tila Shaya, my very efficient co-worker, deserves a special thank you. Tila and I had heard many of our conference speakers at other meetings, so it was a delightful experience for us to discuss and evaluate highlights of former meetings and to select the presenters whom we both felt would bring some new, creative thinking to New Mexico. Those of you who know Tila would, I am sure, agree that she had a finger in the planning pie.

I feel indebted to each conferee who attended the meetings, exchanged ideas with others, and went away starry-eyed looking to another full year of adventure.

For the very professional staff whose names are listed elsewhere in this volume, I hope this booklet will serve as a report and a sincere "thank you" for your generous cooperation.

Ellen Hartnett Digneo

(Mrs.) Ellen Hartnett Digneo
Director
Western States Small Schools
Project for New Mexico

EDITORIAL

by
Ruth C. Roberts
Conference Recorder

If there are people in New Mexico who question the ability of teachers and administrators in our small schools, I am sorry these people did not attend the New Mexico Western States Small Schools Project Summer Conference in Santa Fe, August 16, 17, and 18, 1967. The enthusiasm, the dedication, and eagerness to know about trends in education—all evident at the conference—would dispel doubt and inspire the most skeptical to renewed effort in their own areas of work.

Under the leadership of Mrs. Ellen Hartnett Digneo and with the help of the able people she has enlisted, New Mexico small schools are implementing some amazing learning projects. The leaders and teachers in these schools are not daunted by obstacles. The teachers are retreading for new trends in subject areas. They are avidly studying all the research in new dimensions in learning. Conferences and workshops with specialists in all fields are well attended. No longer can it be said that children in small schools are necessarily disadvantaged.

The Santa Fe Conference was well planned and executed. Speakers and panelists zeroed in on the real immediate problems. Usual theorizing was replaced with practical, workable philosophies and suggested activities. Participants were able to ask real questions and get some real answers.

The detailed planning, wise selection of consultants, and constant attention to every phase of the conference was evidence of the proficiency of the New Mexico WSSSP Director and all of her assistants. As the reporter, it was indeed a privilege for me to attend and share with the staffs of small schools their problems and to learn something of the excellent ways they are attempting to deal with these problems. I congratulate you! You are the people in whom New Mexico can place its trust to prepare the children of today to be the citizens of tomorrow. Your dedication has inspired me to renew my own efforts and try to emulate your sincere enthusiasm for your work.

The conference was housed on the campus of beautiful St. John's College located in the cedar and pine polka-dotted hills near Santa Fe. Rooms for conferees were pleasant and comfortable. Meeting rooms and dining area were excellent. From every window and surrounding balconies were beautiful views. No one could have lacked inspiration—intellectual or spiritual. The staff at St. John's certainly attended to our every need. Thank you, St. John's, for providing an ideal climate for our workshop.

Tila Shaya, conference secretary and registrar, registers Olivia Pincheira.

State Superintendent Leonard J. De Layo greeted the conferees with an inspiring message of confidence in the efforts of the WSSSP in New Mexico. He expressed his personal

Leonard J. De Layo, State Superintendent of Public Instruction.

gratification for the dedication of Mrs. Digneo, her staff, and the administrators and teachers working in the small schools.

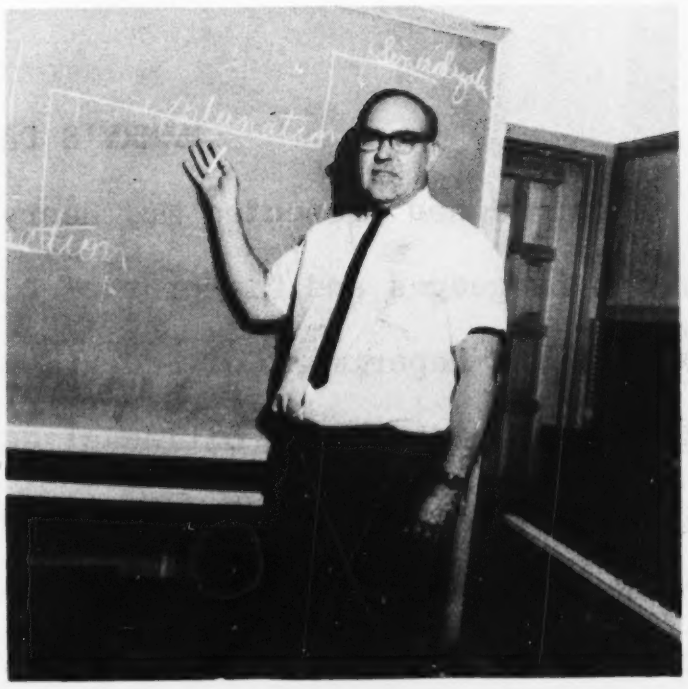
HENRY'S DAY

Mrs. Digneo presented Mr. Henry Pascual, Specialist in Modern Foreign Languages and Director of Bilingual Education for the New Mexico State Department of Education, by giving him credit for all the work he has done in bilingual education. She expressed her appreciation for his having been instrumental in bringing to New Mexico pilot programs in the Miami Linguistic Readers. "This is Henry's day," said Mrs. Digneo. "He will bring to you the expertise of people knowledgeable in bilingual education."

The first guest speaker for Henry's Day was Dr. Frank Angel, Jr., Assistant Dean, College of Education, University of New Mexico. Dr. Angel has, for many years, been active in projects for language learning in New Mexico. He reminded his audience that a long line of pioneers in the field had preceded Mr. Pascual. Among them were Dr. Lloyd Tireman, Dr. Marie Hughes, and many classroom teachers in small schools.

The point of emphasis Dr. Angel stressed was that cognitive development in language learning has been neglected. He said that for a long time the Spanish-speaking rural child has ranked low on tests. We cannot counter by being angry at the tests. Language learning is a means to an end—not an end in itself. Children

must be taught to think. He reviewed some of the literature, which is available in the field of cognitive development, calling attention to and giving some of the ideas of such people as Jean Piaget, John H. Flavel, Jerome Bruner, Benjamin Bloom, and Hilda Taba. Special attention was given to different theories of intellectual development. The problem in some cultures is due in part to the child's difficulty in moving from concrete observation to abstract thinking. Some of the Navajos have no schema for development of thinking processes. They are chained to the natural phenomena. The key to abstract or symbolic reference is language. One must have language for abstract thinking. Abstracts of several references were given to participants.



Dr. Frank Angel gets to work with his favorite tool—the chalkboard.

Mr. Pascual reviewed the history of the development of the Miami Linguistic Readers and related how they had been piloted in New Mexico. Dr. Pauline Rojas, guided by her work with Charles Fries, worked with Paul Bell and Ralph Robinett in developing the first of the series in Florida. Initial work was done with the

Cubans and other Spanish-speaking children. In 1963, Mr. Pascual, working with Dr. Rojas, introduced the program in New Mexico. Six teachers were sent to Florida to observe the program in action and to learn how to implement it in their schools. Some of these teachers are still working with the program and were presented in a panel at the conference. A report on their work is included later in this booklet.

Henry on his Big Day

Mr. Henry Pascual gave a succinct presentation calling attention to the essential procedures in language learning for the bilingual, or the learner of English as a second language. He said that correctional education procedures must be concerned with social, economical, and linguistic environment. All of these factors must be dealt with on a daily basis. Language teaching must focus on four areas: understanding, speaking, reading, and writing. The three phases of communication, phonology, syntax and semantics must have emphasis and be taught by the use of viable methodology. He listed five

points of emphasis in language learning:

1. Oral language must precede reading and writing.

2. Teachers must recognize the phonological and syntactic interference from the mother tongue.

3. Materials should be scientifically prepared.

4. The four skills must be taught in a unified approach with emphasis on live performance.

5. The teacher must analyse language with a linguistic point of view. She must anticipate the points of difference in the language to be learned and the native tongue of the child.

Mrs. Enedina Guerra, Director of Developmental Language and Reading in Edinburg Public Schools, Edinburg, Texas, gave a demonstration on techniques for the Teaching of Language Arts to the Spanish-speaking Child. In the Edinburg School, the definition of the Spanish-speaking child ranged from those who speak no English, those who speak a little of both Spanish and English, to those who have Spanish surnames and speak no Spanish but poor English. Before the school implemented the Miami Program, they spent a whole year trying ineffectively to teach English. The

Enedina Guerra returns with gems of wisdom about the Miami Linguistic Readers.

emphasis was upon vocabulary, but concept and meaning were not considered.

Mr. & Mrs. Ernest Sanchez—a delightful team!

Miss Audrey Pascual—a charming University of New Mexico co-ed, with a lovely voice.

Mrs. Guerra used charts, stuffed animals, masks made of paper, etc., to demonstrate how the teachers elaborate on the books of the Miami Program. She reported that the children who have been in the program have adapted very well to the regular language programs in the third grade.

Mrs. Digneo, in presenting the panel of teachers, explained the process of selection of the seven project schools. Although included in the WSSSP program, some of the schools are not really classified as small schools. The teachers of these schools were among the first pilot programs and actually had students who were learning English as a second language; thus, they were in the program before it was supported by the Western States Small Schools Project.

Panel Members

On the panel, chaired by Mr. Pascual, were Ellen Hartnett Digneo, Mela Leger from West Las Vegas, Mary Jane Quintana from Riverview in Albuquerque, and Evelyn Bennett from Pojoaque.

Mrs. Leger, dressed in blouse and skirt with appliques of Biff and Tiff, characters from the Readers, gave illustrations of what can be done with audio-visual materials to enhance the program. In addition to aids actually related to the Miami Program, she uses Alphy's SHOW AND TELL materials, and unlimited materials of her own inventions.

Mrs. Mela Leger displays her Biff and Tiff outfit.

Mrs. Leger said, "Creativity is limited only by the teacher's imagination." Mrs. Bennett emphasized that the program is not just a calling of words but motivates the child to use his new found concepts to create his own ideas. Much dramatization and recreation of the literature is utilized. The students become increasingly more articulate and better readers as they progress to the more traditional programs in higher grades.

Mr. Pascual, along with the other panelists, stressed the significance of the use of animals in the stories. All children can relate to the people-like behavior of the animals. Mrs. Leger said that the program had been used in West Las Vegas in the

remedial program for sixth graders. She assured the audience that the sixth graders enjoyed the stories, and there was no resistance related to the elementary nature of the program.

The Miami Linguistic Readers, although first published through financing of government funds, has now been purchased and is being published by D. C. Heath. Questions regarding prices, development of programs, etc., may be addressed to Ves Hicks, Representative for D. C. Heath and Company, 11521 Riviera, N. E., Albuquerque.

CAREER SELECTION EDUCATION PROGRAM IN THE FIVE WESTERN STATES SMALL SCHOOLS PROJECT

Rowan C. Stutz

On Thursday, Rowan Stutz, Coordinator of the Western States Small Schools Project, spoke to the group. Mr. Rowan Stutz was especially encouraging in his remarks related to the Career Selection Education Program of WSSSP, which has had impetus in New Mexico. "Students of small Schools," said Mr. Stutz, "have little or no orientation to the world of work outside their own rural communities. This orientation is of particular importance to the secondary students, but it has implications for the elementary children as well. These students need to be confronted earlier with experiences related to the world of work. The curriculum has been unrealistic in that it has dealt with things foreign to the child. We must help the student see relationships of total life to the curriculum. It must not be too much related to now. Students in the small schools cannot always live in the same culture.

LEFT TO RIGHT: Mrs. Elizabeth Margulis Hendryson, National PTA President; Mr. Rowan Stutz, WSSSP Coordinator; and Mrs. Jeanne Sturgeon, N. M. State PTA President.

"Rural children have lower occupational aspirations than urban children. The program in career selection proposes to take the student to educational institutions, where possible, where he can learn about different kinds of training for various jobs and professions.

Panel Members

Part-time staff members, often graduate assistants, are taken to the small schools where they work with the students. They take personal interest in the individual student, counsel with him, take him on field trips, and introduce him to the real world of work. This program seems to have unlimited possibilites for helping students to a greater knowledge of different careers and in decision making for their life's work."

Following the presentation by Mr. Stutz, there was a panel consisting of A. C. Woodburn, Director of Instruction, Alamogordo Public Schools; Dr. William Cross, Professor of Education, New Mexico State University; Dr. Robert Swanson, Director of Guidance, State Department of Education; Steve Donohue, Career Selection Agent, New Mexico State University.

Alamogordo, like Albuquerque and other systems, is not a small school but a rural community; and Weed is part of the Alamogordo system. The Career Selection Education Program there has been supervised by Dr. William Cross. Mr. Woodburn was high in his praise of the career selection agents working with the program and the benefits derived by the students. He reported that Weed had a 100 percent college attendance of its graduates. Laughingly he said, "Weed had only two graduates."

Mr. Glen Ellison, Superintendent at Carrizozo, reported to your recorder that his Career Selection Education Program is excellent. Dr. Swanson, guidance oriented of course, called attention to the fact that the very first guidance services in public schools was directed toward career selection. He reported on the enthusiasm of visitors from the East whom he had taken to the Carrizozo schools. He admonished people who work in rural areas to help their people keep faith in their ability to solve own problems.

TEAM TRAVEL

Mrs. Lydia Ordonez, Curriculum Coordinator, Santa Rosa Public Schools, and Frank Trujillo, Principal, Pojoaque Elementary School, gave an interesting report of their team travel experience in some Eastern schools. The two were selected to be part of a team who were sponsored by the Western States Small Schools Project. Two projects of interest were the Milton Project in Pennsylvania and a program in Newton, Massachusetts. Comprehensive learning materials centers, individualized instruction, programmed materials, and flexible schedules and buildings were some of the practices they observed. Slides taken of schools showed children and teachers in these programs. Some of the innovative practices, it was thought, might be feasible for small schools, but on the whole, the old story of money as a prerequisite, was evident.

Mrs. Lydia Ordonez and Mr. Frank Trujillo explain team travel experiences.

INNOVATIONS IN EDUCATION
by
Dr. Madeline Hunter

"The problems I have heard discussed at this conference are not unique to small schools," said Dr. Madeline Hunter, Principal of the University Elementary School at UCLA. "The University Elementary School has an enrollment of 400. There are many more applicants, but the school has to restrict enrollment, which is truly heterogeneous." Dr. Hunter spoke of four phases of the school: nongrading, team teaching, individualized instruction, and programmed learning. She related an amusing story of wartime experimenting with "stretching" butter. "The real butter was mixed with lard. It looked like real butter, smelled like real butter, spread like real butter, and tasted like real lard." Her analogy to "more learning for the amount of effort" was well taken. Unless children learn more by innovation, then it should be abandoned. The nongraded program allows teachers to diagnose and prescribe for each child making the educational prescription and creating a school or classroom pharmacy where the prescription can be filled. The diagnostic information is not used as an excuse for no learning, it is used to provide information for formulating prescriptions. The educational diet is not a patent medicine.

The early childhood phase for children—three, four, five,

and six year olds—has four objectives. They are to help the child:

1. Become a person in his own right
2. Be able to react productively with others
3. Be able to work productively with ideas and materials
4. Be able to work with adults, to look for support and guidance and controls when needed

The overall objective is good mental health for all. The lower elementary phase overlaps at five and six and includes seven and eight year olds. The age is not relevant. The important question is appropriateness of instruction. The source of data is not astrology. "We don't look at the stars and juxtaposition, but we look at the child," said Dr. Hunter. At the lower elementary, the one objective is literacy or equipping the child with learning tools. Ninety-five percent can learn to read by plain good teaching if it is done at the appropriate level and reading is the most important thing in school.

At the middle elementary, the four objectives are:

1. The child begins to diagnose self and to evaluate his own performance.
2. He begins to develop learning strategies of his own. There are five ways to spell; he selects his own best way.
3. He develops self-propelled judgment and responsibility for his own learning.
4. He develops a zest for learning.

Dr. Hunter said, "These objectives we achieve to different degrees with different children. The school is a pharmacy setup where prescriptions for each child can be filled according to the diagnosis. One question we ask is what kind of teacher does the child need? Teaching is not good or bad until we say 'for whom'? Some considerations are: the kind of support or nurture we give

a child; what size of learning steps can we prescribe for each child? What kind of peer group? There is no such thing as appropriate classroom load until we say 'for what'?

Dr. Hunter said that the staff at the University Elementary School justifies what it does on the basis of what is known about learning. The key to the learning process is in the know-how of the teachers.

Dr. Hunter's second presentation was on Elementary, Individualization of Instruction. She listed three categories or "three knobs to twist." They are: content, expectations for behavior of the learner, and the method or pedagogy. At the content level, we must provide different things for different learners, the learning must be sequential, consideration of intellectual depth is important—we can go into the cognitive depth—factual information is the lowest level of learning. In individual expectations, there is a continuum from the recalcitrant who needs much support to the individual learner who is somewhat independent. The objective of teaching should be "where do you want to go with each learner?" In the third phase or "knob", the pedagogy, development of motivation, rate and degree of training, and retention are major concerns. We must consider also transfer, key concepts, and generalizations. Dr. Hunter said that academicians can tell us about content, psychologists about expectations of the learner, and learning theorists about methodology.

Six variables of motivation were listed by Dr. Hunter. They are: anxiety, feeling tone, interest, success, knowledge of results, extrinsic and intrinsic values. Dr. Hunter said that the anxiety and feeling tone of students dealt with in the hands of bumble-fingers can be dangerous, but dealt with by knowledgeable teachers can be comparable to the knives which save lives in the hands of competent surgeons. Grades are the poorest criteria of knowledge of results for students. Dr. Hunter feels that extrinsic motivation is not bad if the learner is moving toward extrinsic motivation. Few learners enjoy the learning activity for itself at first. Rewards are always extrinsic at first. Intrinsic or self perpetuated motivation is a desired goal.

PROGRAMMED INSTRUCTION

Dr. David Wigglesworth

Dr. David Wigglesworth, Director of Linguistic Studies, Behavioral Research Laboratories, Palo Alto, California, discussed Programmed Instruction as Related to Linguistic Study. He said that programmed instruction is used remedially, for enrichment of curriculum where teacher shortages prevent wide offerings, and for enrichment of courses for individual students. He stated that the remedial reading program of the company will be used by over five million students in programs over the world.

LEFT TO RIGHT: Mrs. Rosa Chavez, Mrs. Ruth Roberts, Conference Recorder, Dr. David Wigglesworth, and Mrs. Ellen Hartnett Digneo

SMALL SCHOOLS CAN BE GOOD SCHOOLS

Dr. Don DeLay

Small Schools Can Be Good Schools was the contention of Don DeLay, Director, School Scheduling Services, Stanford University. "You people in small schools have the ideal setup for individualized instruction which the larger schools are striving to achieve," said DeLay. He said that in many public schools where the principals

Dr. Don DeLay of Stanford University

are highly authoritarian and inflexible we have the largest penal institutes in the country. High school students don't know what time it is on the outside. We have too much so-called control of students at the expense to learning. Curriculums as spelled out in manuals are not taught. Teachers teach what they are comfortable with, and they should! The limits of the curriculum are based on the competencies of the teachers and the interest of the students. We should quit worrying about the curriculum. If teachers teach something they are not interested in, they will destroy it.

When asked about flexible scheduling, Dr. DeLay noted that it is something which can't be explained. Whatever is best for you in your situation—"Our schedule" is the most sophisticated name we can use. The small school may be the one place where we can actually individualize instruction.

On Friday, Dr. DeLay spoke on Secondary, A Learning Model. He said, "The most important thing about change is to get people to start. Talking is not enough. The objective must be behavioral: first of teachers, and then students. Scheduling doesn't change behavior. The learning process doesn't start with people who know nothing. We first find out where students are and then give them a chance to learn what they want to learn. Learning must be active, not passive. What we do as teachers depends upon how we are rewarded by students. Students are not learning until they do something with

information. The large or small group is insignificant. It is now how many students you have in a group but what you, the teacher, do with them. However, it is hard not to interact in small groups. Teachers are better able to see small groups as real people. Some phases of individual instruction are: remediation, enrichment, giving direction, independent study. The purpose of teaching is for the teacher to become unnecessary or to atrophy."

Some aspects of the learning model given by DeLay are: human warmth (spontaneous concern), performance criteria is individual—no longer are group goals used, there is more feedback—students are aware of own progress toward goals they understand. A brief review of Sydney Jorourd's "The Transparent Self" in which he describes categories of nurses was interestingly compared to certain types of teachers. The analogy of the nurse and patient relationship to the teacher and pupil was well taken. Some nurses who can deal with just certain kinds of patients were likened to teachers who have rapport with only certain pupils.

DIALOGUE ON INNOVATIONS AND QUESTIONS FROM THE FLOOR

Dr. Madeline Hunter
Dr. Don DeLay

Dr. Hunter and Dr. DeLay were at their very best in a dialogue on innovations and questions from the floor. It would be impossible to report here all of the intellectual repartee from these two brilliant people. Following are a few of the statements which seemed to have definite significance for the conference participants:

Dr. Hunter: Tangible reinforcement is not bad. Sometimes extrinsic motivation leads to intrinsic motivation . . . . . Are covert and overt behavior the same as active and passive behavior? (Dr. DeLay had stated earlier that there is a significance in active and passive behavior.)

Dr. DeLay: We must recognize authentic behavior. Directive behavior can be practiced as a people to people technique.

Dr. Hunter: How does our own judgment interfere with our dealing with children? We can express anger if we are prepared to deal with the consequences of our behavior. We don't superimpose our power position.

Dr. DeLay: Teachers must develop a repertoire of responses to different children.

Dr. Hunter: The reason for identifying your teaching style is to enlarge your repertoire of dealing with students. It takes two years for teachers to become comfortable in a situation.

Dr. DeLay: The time it takes to become comfortable in any teaching situation depends upon the leadership.

Dr. Hunter: A warm, empathic person is not enough. A teacher must have professional know-how. Teachers must know their own feelings. Knowing their prejudices, they can overcorrect for error in judgment. Ideally, every teacher ought to be able to deal with every child, but in reality some teachers work better with certain children than with others.

Dr. DeLay: There is nothing wrong with the lecture method. . . Care should be taken not to give too many concepts at one time. The lecturer must know how to listen and must be able to put information in the frame of reference of the audience.

Dr. Hunter: The lecture method is all right if the lecturer follows good learning theory. . . There is not one best teaching style. (Editorial—Dr. Arthur Combs of ASCD says, "There is no one best way to teach. The best method is the teacher using his own unique best self.")

Dr. Hunter and Dr. DeLay, both great educators in large cities, were so very practical and were convincing when they told us that the problems they face and the ways of dealing with those problems are not really different from the problems and approaches to solutions in small schools. I think the participants could be very encouraged and helped with the many "down-to-earth" suggestions.

Mrs. Ellen Hartnett Digneo, New Mexico WSSSP Director, conveys her "Special Thanks" to the following resource people:

DR. MADELINE HUNTER - UCLA

Dr. Hunter is the Principal of the University Elementary School, UCLA, Los Angeles. This was Dr. Hunter's first visit to New Mexico. A number of our project participants have heard her and have read about her work. We loved her for her clarity of presentations and her warm understanding of our problems.

DR. DON DELAY - Stanford University

Dr. DeLay is the Director of School Scheduling Services at Stanford University. Dr. DeLay made his first visit to New Mexico last October when we had a meeting of small school administrators. A number of our New Mexico administrators also met him again last March at a WSSSP Leadership Conference in Arizona. Don shocked some and soothed others as he asserted, "Small Schools can be Good Schools."

DR. DAVID WIGGLESWORTH - Behavioral Research Laboratories

Dr. Wigglesworth is the Director of Linguistic Studies for the Behavioral Research Laboratories in Palo Alto, California. This was Dr. Wigglesworth's first appearance in connection with the Western States Small Schools Project for New Mexico. Dr. Wigglesworth made us aware of the tools available for improving the task of educating today's children.

DR. FRANK ANGEL, JR. - University of New Mexico

Dr. Angel is the Assistant Dean of the College of Education at the University of New Mexico. Dr. Angel is a native New Mexican and was formerly the Director of Curriculum and Administrative Services in the State Department of Education. He is well known in the State of New Mexico for his outstanding work in education for bilingual children. Dr. Angel has been responsible for a number of teaching teams which he has directed in South American countries and has also brought many outstanding specialists in South American countries to New Mexico for further preparation. "Implications from Research on Cognitive Developments for Bilingual Education" became meaningful as Dr. Angel made his presentation to the conferees.

ROWAN C. STUTZ - WSSSP Coordinator

Mr. Stutz is the Coordinator for the Western States Small Schools Project, which includes Arizona, Colorado, Nevada, Utah, and New Mexico. Mr. Stutz was the Director of the Utah WSSSP prior to his appointment as coordinator of the five-state project. He was superintendent of the Duchesne Schools in Utah prior to 1962. Many of our project personnel have worked with Mr. Stutz in previous meetings of the small schools. Rowan made a shift in his presentation to meet a special need of our conference.

LEONARD J. DE LAYO - State Superintendent of Public Instruction

Thank you, Mr. De Layo, for taking time from a busy schedule to peek in on us, to eat lunch with us, and greet the conferees.

MRS. ENEDINA GUERRA - Edinburg, Texas

Mrs. Guerra is Director of Developmental Language and Reading for the Edinburg Public Schools, Edinburg, Texas. Mrs. Guerra's first visit to New Mexico was last March when our project schools' personnel heard her presentation she made during a workshop held in connection with our Miami Linguistic Reading Program. Enedina was so patient in answering questions of individual teachers.

MRS. RUTH ROBERTS - Albuquerque Public Schools

Mrs. Roberts is the Consultant in Language Arts for Secondary Education for the Albuquerque Public Schools. An ardent ASCD worker, she holds important positions on several national committees. Ruth has a special talent for summarizing conferences, and she was on hand to select highlights of the WSSSP Summer Conference. We think Ruth did a fine job for us.

DR. MILDRED K. FITZPATRICK - Director of Title I, ESEA

Dr. Fitzpatrick, Director of Title I, ESEA, had a special interest as many of our new programs in the Miami Linguistic Reading Program have been financed through Title I, ESEA, funds.

DR. M. G. HUNT - Director of Vocational Education

Dr. Hunt has given us financial assistance to carry on our Career Selection Education Program in New Mexico.

MRS. OLIVIA PINCHEIRA - Project teacher at West Pecos Elementary

Mrs. Pincheira gave highlights of the Pecos program which intrigued her listeners and enticed them to hear the tapes made in her classes.

PANEL PARTICIPANTS

HENRY PASCUAL, MELA LEGER, MARY JANE QUINTANA, and EVELYN BENNETT teased the audience into a free-flowing participation concerning our Miami Linguistic Reading Program.

A. C. WOODBURN, STEVE DONOHUE, DR. WILLIAM CROSS, DR. ROBERT SWANSON, and ROWAN STUTZ truly provoked some deep thinking about career selection education. We have had a number of inquiries concerning getting such a program started.

MRS. ELIZABETH MARGULIS HENDRYSON - National PTA President
MRS. JEANNE STURGEON - New Mexico State PTA President

Thank you both for showing such an interest in our Western States Small Schools Project. We were honored by your presence.

Our darling folk singer, AUDREY PASCUAL, charmed us with her soft voice and guitar and those well-chosen folk songs.

VIC SCHOONOVER who was on hand to photograph interesting events and outstanding people.

Last but not least, the delightful SANCHEZ TEAM, ERNEST and LINDA. You were clever; you were delightful!

Many Department of Education specialists and directors were on hand to serve as special participants and consultants during the conference.

TO ALL OF YOU CONFEREES, THANKS, THANKS, THANKS!

Tila tells the boys, "Don't lose your key." Paul Cowan, Dr. Cross, and Dave Allan.

Mrs. Lois Smith, first grade teacher at Pojoaque registers right on time.

Time out for a chat— Dr. Rodney Orr, Horace Wood, and Gearld Fowler.

Rowan Stutz, WSSSP five-state coordinator chats with Dr. Robert Swanson, who has been so helpful in our Career Selection Program.

Dave Wigglesworth chats with Ruth Roberts, our conference recorder.

Olivia Pincheira tells about the Pecos project.

Panel at work: Dr. Robert Swanson, Dr. William Cross, Rowan Stutz, Steve Donohue, and A. C. Woodburn.

A very attentive audience.